**The Core and MORE Instruction Checklist**

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| **The CCSS Standard: 2.10**  **The Envision Lesson: 16.7 Graph: Use a graph** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
| Materials: cups containing a variety of manipulatives, outline of each graph  Center activity materials: 2 game markers, 20 blue squares, 1 die, for each pair, and game board.  Skills: Real world contexts  Students are visualizing, drawing, and modeling graphs  Cumulative review  Higher order thinking | Bar Graph  Pictograph  Symbol  Data |
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| **ANTICIPATORY SET** (5 MINUTES) | |
| Give each pair of students a cup filled with a variety of different manipulatives.  Today you are going to review how to make and use a pictograph and a bar graph.  Sort out all the manipulatives in same groups.  What math toy did you have the most of? Raise your hand if you had the most of each item.  Did your group have 4 of one type of object? Which object?  Raise your hand if you had more counters than connecting cubes. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction  Review vocabulary.  Watch visual learning lesson. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*  Teacher creates manipulative graph with errors.  What is wrong with my graph?  What right with my graph?  What statement can you make about my graph?  Create lines of manipulatives so it looks like a line graph. | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*  Each pair creates a pictograph and bar graph based on their data.  What is the same about these two graphs?  What is different about these two graphs? | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*  Have students do practice master page 69. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
| The students independent work. | |
| **CENTER ACTIVITIES** (15 - 45 MINUTES) | |
| Have students play game 16.7. | |
| **HOMEWORK None** | |
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